DOCUMENT RESUME

ED 113 499 95 CE 005 017

TITLE	Career Education in Rhode Island: Part I.
INSTITUTION	Rhode Island State Dept. of Education, Providence. Bureau of Technical Assistance.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
BUREAU NO	V-361057L
PUB DATE	75
GRANT	OEG-0-73-3009
NOTE	31p.; For Part 2, see CE 005 018
EDRS PRICE	MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS	*Career Education; Educational Finance; Educational Objectives; *Educational Programs; National Programs; *State Programs
IDENTIFIERS	*Rhode Island

ABSTRACT

The first of three main sections of the report on career education in Rhode Island, a rationale for career education, discusses the need for career education, some misconceptions about career education, seven career education tenets, and two State career education program models (Oklahoma and Nevada). Part two deals with career education programs and (1) reviews career education at the level of the U. S. Office of Education (USOE) with respect to occupational clusters and present USOE career education efforts; (2) describes career education programs in the States of Arizona, Alabama, Florida, Nevada, and California; and (3) reviews the state of career education in Rhode Island (discussing the programs implemented at Pawtucket, East Providence, and North Kingstown). Part three, the future of career education, provides a capsule summary of the USOE fiscal year 1975 Plan for Career Education, summary and conclusions, and recommendations regarding a State career education plan, financial support, and further public and professional acceptance of the career education concept. (JR)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED113499

SEP 23 1975

CAREER EDUCATION IN RHODE ISLAND 1975

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Department of Education
Division of Development and Operations
Bureau of Technical Assistance

Part 1

CE 005017

Project No. V 361057L
Grant No. OEG-0-73-3009

Research and Development Project
in Career Education

Conducted under
Part C of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Bureau of Occupational and Adult Education, Office of Education, U. S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view of opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

William J. Nixon, Jr.
Rhode Island Department of Education
22 Hayes Street
Providence, Rhode Island 02908

CAREER EDUCATION

IN

RHODE ISLAND

PART I

TABLE OF CONTENTS

Foreword

Part I: Rationale for Career Education. 1

Introduction. 1

A Case for a Career Education Program 1

Table 1. 3

Misconceptions About Career Education. 4

Career Education Tenets. 5

Oklahoma Model 7

Nevada Model. 8

Part II: Career Education Programs. 9

A Review of Career Education in the U. S.

Occupational Clusters 10

The Present 12

Career Education in Other States 14

Arizona 14

Alabama 14

Florida 15

Nevada. 15

California. 15

A Review of Career Education in Rhode Island 16

Part III: The Future of Career Education 18

Capsule Summary of the U. S. Office of Education 20

FY 75 Plan for Career Education 20

Summary and Conclusions 21

Recommendations 22

Bibliography. 25

FOREWORD

Career Education as a concept, and as a vehicle for alleviating some of our social, economic and educational problems is presently receiving attention from the educational community. Educators, parents, students and employers are asking questions concerning Career Education. The purpose of this report is to state a case for Career Education programs; provide a review of Career Education programs, and project the future for Career Education.

As a response to the call for educational reform, Career Education is a vehicle that makes the educational process open to real-life experiences. Since 1971, the United States Office of Education has developed and implemented a number of Career Education programs throughout the country. The Rhode Island State Department of Education has channeled funds and provided technical assistance and teacher training programs to local educational agencies for the development of Career Education programs.

Further development and expansion of Career Education programs in Rhode Island and in other states will depend a great deal upon the support and financing by federal and state educational agencies.

This report has been made possible through a grant #OEG-0-73-3009 from the United States Office of Education awarded to the Rhode Island State Department of Education.

PART ONE

RATIONALE FOR CAREER EDUCATION

INTRODUCTION

"It is the aim of education to lead each child toward that knowledge and understanding of the world and of himself which permits efficient, constructive, and cooperative living in our society." (Marzolf, 1956)

This 1956 aim of education is applicable for our schools today if the point of view is taken that the educational delivery system fosters the development of a high level of student self-direction and decision making skills. The educational fostering of student development for self-direction and decision making is basic general education, known today as Career Education. The Career Education concept has been promoted by prominent local and national educators for its implementation in our schools.

A CASE FOR A CAREER EDUCATION PROGRAM

Fred G. Burke, former State Commissioner of Education in Rhode Island, sees Career Education as". . . a method of educating people towards an understanding of the essential interrelation of individuals in society. It intends to foster the skills of information acquisition, self-appraisal, synthesis, decision-making and planning by using careers as the central focus or organization for all learning activities. This approach to education will promote individualization, the acquisition of life-oriented skills, emphasize the use of personal, internal motivation to learn in place of external teacher-applied motivation, and hopefully result in individuals better equipped to develop and carry out their own chosen pattern of living." (Burke, 1972)

According to Dr. Kenneth Hoyt, recently appointed by the United States Senate as the Associate Commissioner, Office of Career Education, United States Office of Education, Career Education is described as the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values in their lives, so that work becomes possible, meaningful, and satisfying to each individual. (Hoyt, et al., 1973)

Hoyt defines "Career Education" as the totality of experience through which one learns about and prepares to engage in work as part of his or her way of living. (Hoyt, 1974)

According to Hoyt, "career" is the totality of work one does in a lifetime. This means that it is a developmental concept beginning in the very early years and extending into retirement. "Education" for Hoyt, then, would include more than the formal educational system. (Hoyt, 1974)

Our present educational system has not been committed to the total development of all students. Educators have taught courses to their total student population, but, in fact, have serviced the needs of but a few students. This was recognized by former United States Commissioner of Education, Sidney P. Marland, Jr., when he stated:

"Of those students currently in high school, only three out of ten will go on to academic college-level work. One-third of those will drop out before getting a baccalaureate degree. That means that eight out of ten present high school students should be getting occupational training of some sort; but only about two of those eight students are, in fact, getting such training. Consequently, half our high school students, a total of approximately 1,500,000 a year, are being offered what amounts to irrelevant general education pap." (Marland, 1971)

Former Commissioner Marland's statement hits closer to home than one would like to see in Rhode Island. According to the United States Bureau of Census' 1960 and 1970 report, Rhode Island ranks last among the New England states in education of those 25 years and over. As shown in the table below, there was substantial improvement in the educational level in New England between 1960 and 1970. However, only in Rhode Island was the proportion of high school graduates less than half. While there was a gain over the 1960 figures, the New England States did not improve their overall ranking among the 50 states. Rhode Island remained in an unimpressive position of 39th of the 50 states in the total population high school education category.

TABLE I

PERCENT OF POPULATION 25 YEARS OLD AND OVER
HIGH SCHOOL GRADUATES, COLLEGE GRADUATES, NEW ENGLAND STATES WITH RANK, 1960 AND 1970

	Total Population 25 and Over				White Population 25 and Over				Negro Population 25 &Over*			
	High School 4 Yrs. or More		College 4 Yrs. or More		High School 4 Yrs. or More		College 4 Yrs. or More		High School 4 Yrs.or More		4 Yrs./More	
	%	Nat'l. Rank	%	Nat'l. Rank	%	Nat'l. Rank	%	Nat'l. Rank	%	Nat'l. Rank	%	Nat'l. Rank
New England												
1960	44.6	3**	8.4	3								
1970	56.5	3	12.1	3								
Maine												
1960	43.3	22	5.5	46	43.2	25	5.5	48	40.8	4	4.4	16
1970	54.7	23	6.4	42	54.7	28	8.4	47	64.4	5	5.9	14
New Hampshire												
1960	42.9	23	7.1	28	42.9	27	7.1	35	47.3	1	7.7	4
1970	57.6	18	10.8	24	57.6	20	10.8	27	65.3	3	16.5	2
Vermont												
1960	42.9	23	7.4	25	42.9	27	7.3	31	42.4	3	11.1	1
1970	57.1	19	11.5	18	57.0	22	11.4	21	55.0	9	24.4	1
Massachusetts												
1960	47.0	14	8.8	14	47.3	17	8.9	15	36.9	10	6.2	10
1970	58.4	15	12.5	12	58.8	17	12.7	14	46.9	14	5.6	17
Connecticut												
1960	43.9	20	9.5	7	44.4	21	9.7	10	27.1	20	3.3	27
1970	56.1	20	13.7	7	56.9	23	14.1	6	38.1	25	4.3	27
Rhode Island												
1960	34.9	41	6.5	36	35.2	47	6.6	41	25.7	22	3.9	22
1970	48.4	39	9.4	32	46.5	44	9.5	38	37.4	26	3.5	47

*Non-white in 1960.
**Rank among nine divisions of the U.S.
Source: Derived from U.S. Bureau of the Census: 1970 "General Social and Economic Characteristics," State Reports.

MISCONCEPTIONS ABOUT CAREER EDUCATION

Career Education is not an over-correction for past discrimination against particular segments of the student population. It is not "anti-college" nor "pro-trade skills."

The concept is designed for all students. Career Education should integrate the academic and the occupational into a concept whose overall objective is to prepare all individuals for successful working careers. One of the goals of Career Education programs is to achieve 100% placement of high school graduates. There are considered to be four areas of placement: a junior college, a university, an apprenticeship program or a job. Career Education encourages students who are interested in a career which requires an advanced degree to attend a university. Therefore, careers encompass the entire spectrum of occupations: professional, technical, skilled, and semi-skilled.

Career Education should not be perceived as:

- A re-naming of Vocational-Technical Education;
- An anti-intellectual conspiracy;
- A way to discourage poor and minority young people from going to college;
- Limited to elementary and secondary schools; or
- Simply a means of getting a job.

Career Education does not attempt to "lock in" a student at an early age to any particular career. Career Education encourages and allows students at all grade levels to "explore" whatever career areas in which they are interested. The student is free to explore as many occupations as he desires. However, this is not the rationale or total process of Career Education. Exploring careers for the sole purpose of occupational training is folly.

Career exploration is meaningful only when it is tied to specific curricular concepts and objectives, thereby becoming a means of encouraging students in their job interest and skill development. The student then will be able to become self-directed and capable of refining his decision-making skills. As Agne and Nash have noted, "one of the more serious misdirections in Career Education could be extraordinary attention given to acquiring the necessary skills for occupying future job niches at the expense of fully living in the present. If people are locked into a careerist mode of thinking from preschool to graduate school, chances are increased that they will become more preoccupied with building an economically secure future and less concerned with enhancing the vitality of their day-to-day lives." Students must be given the space and time to express themselves not only vocationally, but also economically, socially, personally, and politically. Then, Career Education will have relevance to educating the whole person. (Agne and Nash, 1973) The major concerns of schools should be the provision for growth and development of all persons through an educational process that will prepare each individual for the many segments of life.

The Career Education tenets of Aaron Miller best subscribe to the Career Education philosophy and concepts as stated in this paper. These are:

CAREER EDUCATION TENETS

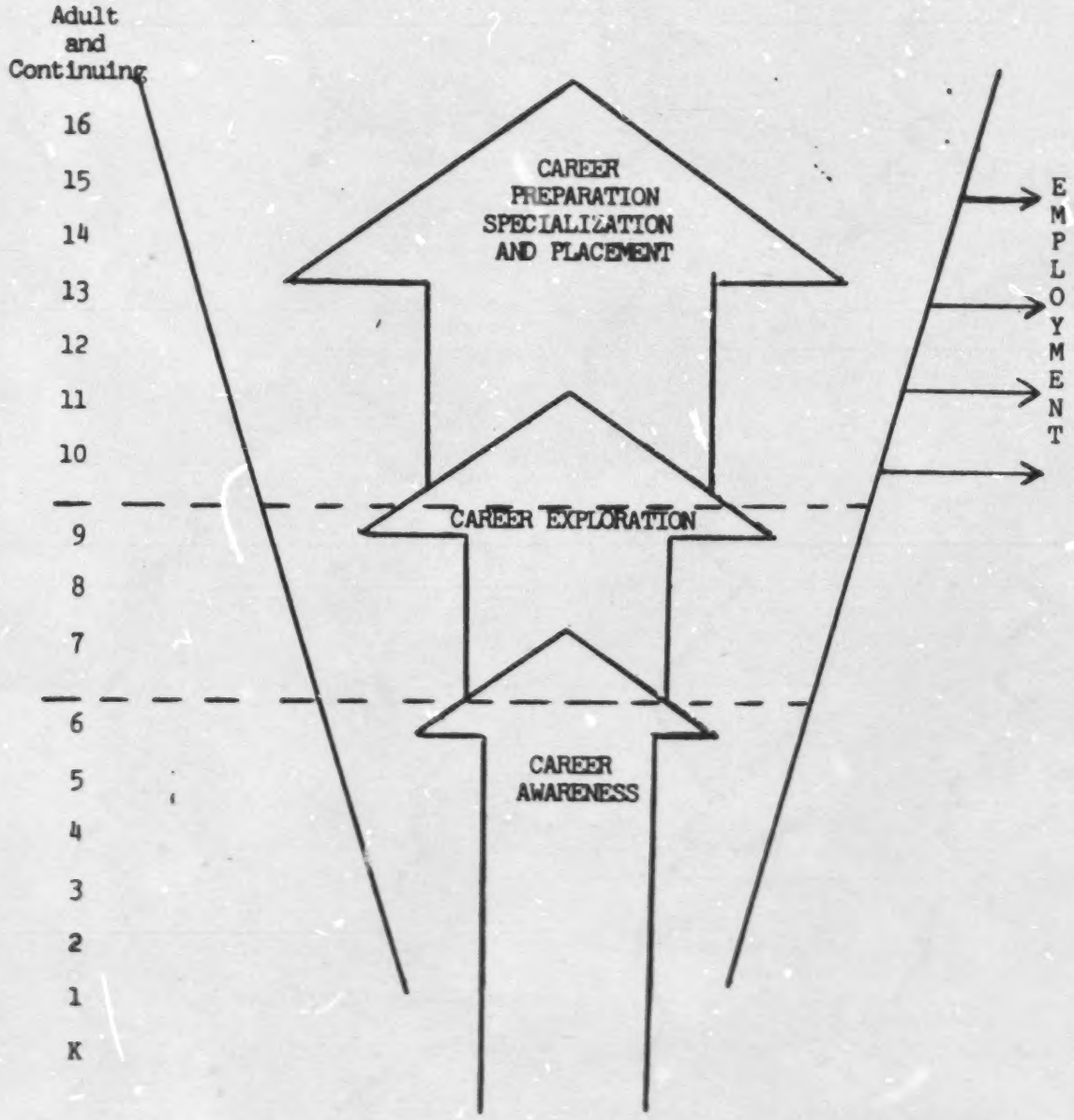
1. Career Education is a comprehensive educational program focused on careers. It begins with the entry of the child into a formal school program and continues into the adult years.
2. Career Education involves all students, regardless of their post-secondary plans.

3. Career Education involves the entire school program and unites the schools, communities and employers in a cooperative educational venture.
4. Career Education infuses the school program rather than provides a program of discrete Career Education curriculum "blocks."
5. Career Education provides the student with information and experiences representing the entire world of work.
6. Career Education supports the student from initial career awareness, to career exploration, career direction setting, career preparation and career placement; and provides for placement and follow-up including re-education if desired.
7. Career Education is not a synonym for vocational education; but vocational education is an integral and important part of a total Career Education system. (Miller, 1972)

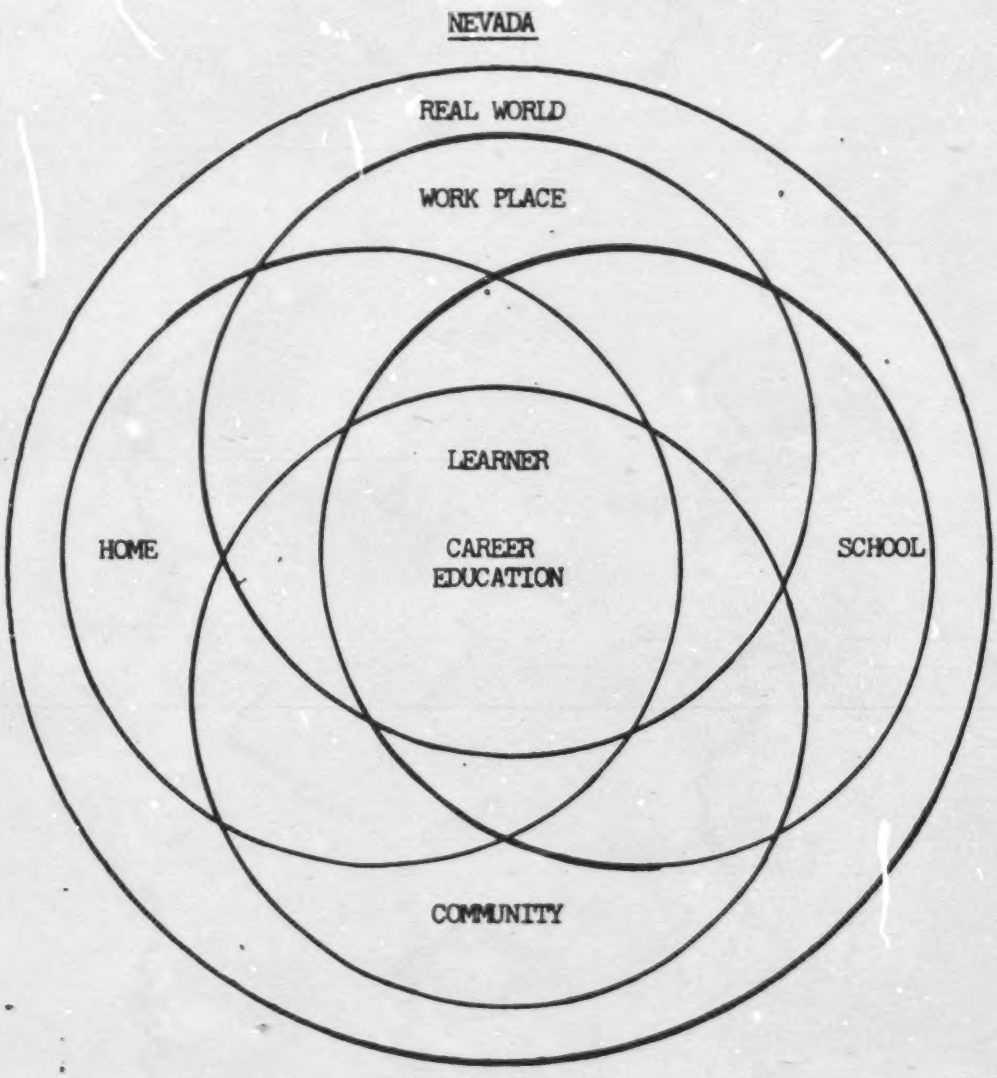
There are many variations in the number of definitions that have been put forth for Career Education. Graphic portrayals to indicate the scope and character of Career Education have been developed by a number of state educational agencies. The model used by the Oklahoma State Department of Education indicates where, in the educational spectrum, the several types of Career Education programs ideally should take place. The model developed by the Nevada State Education Agency portrays the relationship between Career Education and the world.

OKLAHOMA MODEL

CAREER EDUCATION MODEL



The real world as applied to Career Education is the universe of human experiences affecting individual life-styles - that is, everything that contributes to human development. This diagram of Career Education shows that the four learning environments (the school, the home, the community, and the work place) are interrelated and dependent on one another.



REAL WORLD: The universe of human experience affecting individual life-styles. Everything that contributes to human development.

WORK PLACE: The areas where one performs labor, tasks or duties which afford people their accustomed means of livelihood and/or results in personal satisfaction.

COMMUNITY: An interacting population of various kinds of individuals in a common location, linked by common rules, laws, or values.

HOME: A place where a person lives, either alone or with others.

SCHOOL: A place for formalized teaching of persons through a series of structured experiences.

LEARNER: Any person.

In summary, Career Education could be characterized as "education for living", in which young people reach at least the beginning of a career path along with well-developed basic skills, understanding the use of leisure time, having a positive self-concept, and appreciation of and ability to function and interact in political and social situations. Career Education is all of education; it involves the academic, the personal adjustment and all other activities of the kindergarten through secondary school years. It is intended for adults who would like to, or through necessity have to, explore new career paths and enter and exit educational programs throughout their adult years.

PART TWO

CAREER EDUCATION PROGRAMS

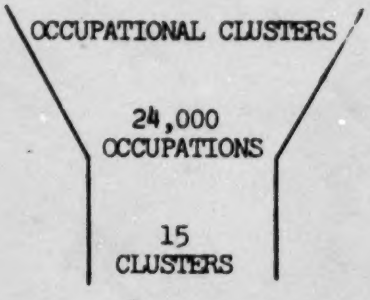
A REVIEW OF CAREER EDUCATION IN THE UNITED STATES

Career Education techniques and methods have been used for many years by teachers and administrators. It would be difficult to determine at what point in time the Career Education concept was born. However, the United States Office of Education has proclaimed a starting data of January, 1971. At that time, former United States Commissioner of Education, Sidney P. Marland, spoke before the convention of the National Association of Secondary School Principals in Texas and assigned United States educators the job of closing the gap between the worlds of education and work. As Marland gave his speech "Career Education Now", plans were being made by the United States Office of Education to implement Career Education programs throughout the country.

Fifty exemplary projects under the funding and guidance of the provisions of the Vocational Education Act were started the previous year in grades

K through 14. Career Education awareness, exploration, skill training, and career counseling and guidance were areas of major importance.

Four Career Education models were supported by USOE. By the fall of 1971, the School-Based Career Education Model, a comprehensive K-12 Career Education program was implemented in six school systems. Studies and implementation of the Employer-Based Model for 13-18 year olds and the Home-Community Based Model for the out-of-school adults were under way in fiscal 1971. The Rural-Residential Model for disadvantaged rural families was started during that year. In 1971, the development of occupational clusters, the categorization of more than 20,000 jobs and the listing of those jobs in the Dictionary of Occupational Titles occurred. The Vocational Education Act of 1968 provided funds for curriculum development in five of fifteen clusters. This was considered an important move in translating work reality into educational relevancy. The 15 "career clusters" as developed by the United States Office of Education are shown below.



1. Agri-Business and Natural Resources
2. Health
3. Public Service
4. Business-Office
5. Environment
6. Communication-Media
7. Manufacturing
8. Hospitality-Recreation
9. Marketing-Distribution
10. Marine Service
11. Personal Service
12. Construction
13. Transportation
14. Consumer-Homemaking
15. Fine Arts-Humanities

The student now has a manageable number of "career areas" to become aware of and to explore. The teachers also have an established list of "career areas" to infuse into their curriculum.

During FY 1972, the USOE made available $15.0 million for Career Education efforts and four Employer Based Models were in operation. Fifty Career Education "mini-models" were started while studies were made to explore the meaning of Career Education for post-secondary institutions. Staff development in Career Education expanded during the same period.

The National Institute of Education (NIE) was conceived by the passage of the Education Amendments in the latter part of FY 1972 to promote research and development in education. The new law established a Bureau of Occupational and Adult Education within the USOE with specific responsibility for a number of vocational, technical, occupational, manpower and adult education programs.

In August 1973, the four Career Education models and the Educational Resources Information Center (ERIC) Clearinghouses were transferred to NIE. The development of a "Forward Plan for Career Education Research and Development" by NIE and the first set of post-secondary awards by the Fund for the Improvement of Post-Secondary Education were part of the 1973 summer activities.

As the new Bureau of Occupational and Adult Education got underway in January 1973, plans were being made for the creation of a Center for Career Education within the United States Office of Education during May 1973. Administration of assigned programs of grants and contracts and coordination of all Career Education programs within the Office of Education were to be two important functions of the "Center".

THE PRESENT

The USOE has tried not to define Career Education so that creativity and diversity would not be hampered in the development of programs. A great variety of Career Education activities have been adapted and adopted in educational systems throughout the country. The ambiguity of the Career Education definition has prompted the Center for Career Education to develop a set of criteria which separates USOE activities into two categories:

1). Comprehensive Career Education Projects - Those activities which, for all students in the educational levels served, seek to:

(1) Develop and expand career awareness;

(2) provide opportunities for exploration and/or skill attainment in careers of their choice;

(3) provide career-oriented guidance and counseling;

(4) provide career placement services;

(5) improve cognitive and affective performance through restructuring the curriculum around a career development theme;

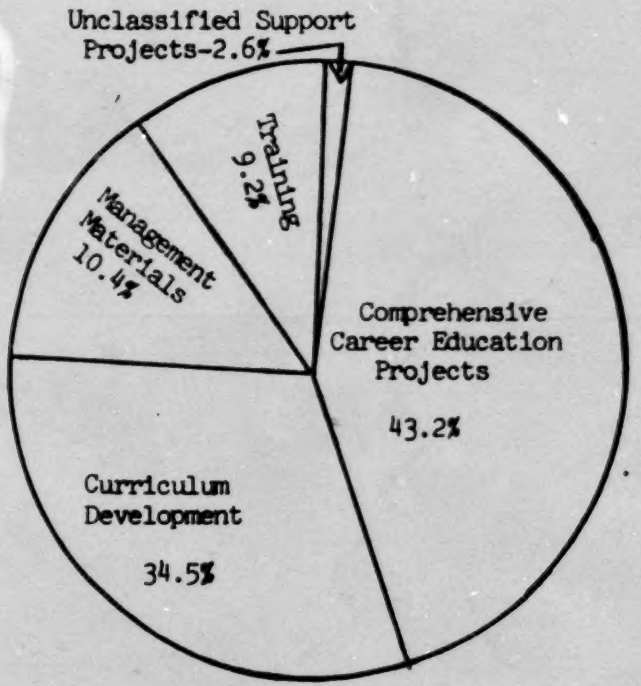
(6) provide training for educational personnel to enable them to meet the preceding objectives.

2) Career Education Support System Projects - Those activities which contain one or more of the following as their only objective(s), to: (1) Provide training for educational personnel to improve their ability to design, operate and/or evaluate one or more aspect(s) of a Comprehensive Career Education Project; (2) design, develop, test, demonstrate, or disseminate Career Education curriculum materials; or (3) design, develop, test, demonstrate, or disseminate Career Education management materials (e.g., case studies, evaluative designs, etc.).

The operational models serving students in various grade levels are

Comprehensive Career Education Projects, whereas students being served through the development of materials and staff training are considered Support System Projects.

During FY 1973, the USOE spent $43,242,028 in support of 947 Career Education projects in 16 separate programs under 6 individual pieces of legislation. Only 28.5 percent of the funds came from sources other than vocational education money. Funding through the Higher Education Act, Elementary and Secondary Act and the Education of the Handicapped Act provided the balance of the monies spent for Career Education activities in FY 1973. (U.S. Office of Education, 1974)



Percent of FY 1973 Career Education funds spent in different areas of effort.

CAREER EDUCATION IN OTHER STATES

Career Education activities have been developed and implemented in every state in the country. Some states have provided state funds for further expansion and development of these activities. Dr. Sidney C. High Jr. has highlighted some of these state programs.

ARIZONA

The State of Arizona officially established Career Education by passing Senate Bill 5 during the 1971 legislative session. The legislators allocated $1.9 million for Career Education during FY 72. The Department of Education has funded 13 separate pilot Career Education programs throughout the state with these funds. Each of the projects have been experimenting with different ways to infuse the Career Education concept in Arizona's public schools. A state-level task force plans and coordinates all Career Education activities. The State Education Agency operates a Career Education clearinghouse which collects, assesses, categorizes, and distributes curriculum materials to local school districts throughout the state. Operation of a public information program by the State Department of Education keeps businesses, industry, and parents informed about Career Education activities.

ALABAMA

The State Superintendent of Education and the State Directors of Divisions assumed a leadership role in initiating a Career Education program as a major thrust of all education in grades K through 14 in Alabama. At the present time, thirty-five school systems in Alabama have received funds to develop programs in Career Education. These 35 school systems involve

approximately 300,000 students in the state. These systems are rapidly developing programs in career awareness, career exploration and career preparation and placement.

According to a recent report produced by the Alabama State Department of Education, school systems have designed projects, written proposals, engaged in in-service activities for teachers, and implemented Career Education units in elementary and secondary classrooms.

FLORIDA

The state legislature has provided funds to initiate pilot Career Education activities in each of its 67 counties. These activities are in addition to the federally-funded pilot projects in other parts of the state. The State Department of Education is providing leadership, technical assistance, and coordination for the development of the programs.

NEVADA

In March 1972, the Nevada State Board of Education adopted "A Position and Policy Statement for Career Education". The State Department of Education responded to this statement with the development of "A Conceptual Model of Career Education for Nevada Schools". After extensive study of the Model, the State Board of Education encorsed the document in November 1973 and recommended its implementation in schools throughout the state.

CALIFORNIA

An interdisciplinary task force on Career Education has developed a detailed plan for implementation of Career Education in the California school system. Close to 1,000 Career Education curriculum units have been prepared and field tested in twelve pilot project school districts.

Curriculum materials, representing an infusion of Career Education concepts into the instructional program from kindergarten through the eighth grade, are being made available state-wide through the County Superintendents of Schools.

Many other states have made major contributions to the development and expansion of Career Education activities. At least thirty states have developed state definitions of Career Education. The range of definitions vary from official statements to unofficial working definitions used in staff papers and planning documents. (High, 1974)

A REVIEW OF CAREER EDUCATION IN RHODE ISLAND

As stated previously, Career Education techniques and methods have been used for many years by educators throughout the country. This same statements holds true for school systems in Rhode Island. Since the starting date proclaimed by the United States Office of Education was January 1971, this review will cover the period from then to the present.

The first Rhode Island Career Education program was developed by the Pawtucket School Department. It was "A Human Resources Career Development Model" for Pawtucket in conjunction with the Pawtucket Model Cities Agency. The Pawtucket School Department submitted the proposal to the United States Commissioner of Education for approval of $312,705 of federal funds to be used over a three-year duration from January 1971 through December 1973. The thirty-six month project actually started in March 1971 and operated through August 1974 with a six-month extension provision. The Pawtucket School Department has decided to continue and expand the program by funding it with local money.

The first Career Education program in Rhode Island supported with

Vocational Education funds was the East Providence K-12 project. A proposal for a Career Education Pilot Project was submitted and approved by the State Department for federal assistance under the Vocational Education Amendments of 1968 (PL 90-576) for the sum of $206,819.00 in the spring of 1972.

The pilot project was designed to form an experimental group consisting of a total of 825 students from senior high, junior high and elementary grades. A control group was formed with an equal number of students at each grade level. The overall project objectives and hypothesis were as follows:

I. Students in the project environment will have a more positive attitude toward school and the world of work than students in the control group.

II. Given the increased time devoted to non-traditional academic pursuits, the two groups will not differ significantly on standardized achievement tests.

III. The experimental group will show significantly greater growth in their ability to use problem solving techniques in making decisions than will the control group.

IV. Students in the experimental group will exhibit a significantly greater knowledge of career information than those in the control group.

V. Students in the experimental group will make career decisions at the end of the program that are significantly more congruent with their profile than the control group.

VI. Students in the experimental group will make career decisions that are more independent of socio-economic, racial, and sex characteristics than the control group.

The East Providence project is now in its third year of operation.

The third K-12 Career Education activity that was developed in Rhode Island was the North Kingstown project. In December 1972, the North Kingstown School Department submitted a proposal to the State Department of Education requesting funds for the project. The request was approved for a total of $333,759.00 to be used over a three-year period beginning on June 15, 1973 and ending on June 14, 1976.

The North Kingstown project is now in its second year of operation. When the federal funds expire in 1976, the North Kingstown School Department will have the option to continue the Career Education activities with local funds.

Since 1972, many other Career Education programs and activities have been developed and implemented throughout Rhode Island elementary and secondary schools. Most of the new Career Education activities have been supported with Vocational Education funds. A limited amount of money is available each year for the development of such programs. Over a period of time, the Local Education Agencies have the responsibility to assume full financial support of the projects. A supplementary report entitled: Career Education Programs in Rhode Island summarized the 1973-74 Career Education programs that have received financial assistance from Vocational Education funds.

PART III

THE FUTURE OF CAREER EDUCATION

On August 21, 1974, President Ford signed into law Public Law 93-380, the Education amendments of 1974. The new act extends and amends the Elementary and Secondary Education Act through fiscal year 1978.

One section of the act provides separate authorization for Career Education by setting up an Office of Career Education reporting directly to the United States Commissioner. It establishes a National Advisory Council on Career Education, provides a set of definitions and purposes for Career Education, and authorizes up to $15,000,000 a year through FY 1978. The FY 1975 appropriations bill passed by the House and presently pending before the Senate Appropriations Committee, provides $10 million for Career Education.

In a September 1974 report produced by the United States Associate Commissioner of Career Education, Kenneth B. Hoyt, key considerations concerning the current status of Career Education were:

1. State Education Agencies and Local Education Agencies have embraced Career Education at a record rate (when the size of the federal investment is considered). A majority of states and approximately 5,000 of the 17,000 school systems have already initiated Career Education efforts.
2. Quantity has exceeded quality, by a considerable margin, in current Career Education implementation efforts.
3. Implementation has largely taken place at the K-8 level. Relatively few examples are found at the senior high, community college, four year college and university, or adult education levels.
4. Great apparent diversity has existed in both the conceptualization and in the implementation of the Career Education concept.
5. The business-labor-industry-professional community has responded enthusiastically to Career Education's call for establishment of collaborative working relationships with the formal educational system.

6. Career Education has, to date, been largely a matter of "over promise" and "under delivery" to such special segments of the population as the economically disadvantaged, minorities, physically and mentally handicapped, gifted and talented, and females.
7. Implications of Career Education for structural changes in Education, at both the Local Education Agency and the teacher preparation levels, have been largely ignored. Where faced, they have, for the most part, been resisted.
8. Most of the federal financial support for Career Education, over the last three years, has come from Parts C, D, and I of the 1968 Vocational Education Amendments. These funds, amounting to approximately $20 million per year, are being sharply reduced at the present time.

CAPSULE SUMMARY OF THE UNITED STATES OFFICE OF EDUCATION FY PLAN FOR CAREER EDUCATION

1. $6 million dollars - To be distributed, on an exemplary project basis, to State Education Agencies on a competitive basis. State Education Agencies, in turn, are to submit plans for using these funds to effect incremental quality improvements in existing Local Education Agency Career Education programs at the K-12 level aimed at raising their quality, increasing their comprehensiveness, and evaluating their effectiveness (30 to 40 grants will be made).
2. $2 million dollars - To support exemplary projects aimed at: a) demonstrating the effectiveness of Career Education at the senior high school level (expected cost: $500,000); b) meeting the special needs of groups such as the handicapped and minorities (expected

cost: $1,000,000); c) integrating Career Education into teacher education program (expected cost: $500,000).

3. $1 million dollars - To perform a national survey and assessment of the status of Career Education at the K-12 level. This activity will be coordinated with the National Advisory Council on Career Education, which has yet to be named.
4. $1 million dollars - To upgrade the knowledge of Career Education personnel and to communicate knowledge regarding Career Education to such personnel. Specifically, the funding will be allocated to: a) studies that concentrate on, in a Career Education context, the process of effecting change in education through a demonstration (expected cost: $200,000); b) studies that assimilate pertinent knowledge and encourage interchange of ideas (expected cost: $200,000); c) dissemination of materials to practitioners in ways that entail an inservice education component (expected cost: $300,000); d) an attempt to increase the ability of Career Education leaders and practitioners to communicate with each other how they "invented the wheel" (expected cost: $300,000).

SUMMARY AND CONCLUSIONS

American educators are faced with a great challenge. In order to help our youth and adult population to "become what they can become" our educational institutions must adjust to the needs of society and the world of work. As a response to this call, Career Education activities have been developed and implemented throughout the country. During the past three years, Career Education has demonstrated its acceptability to educators and society. Unfortunately, Career Education has not been implemented into all

educational programs. In order for Career Education to become a vehicle for education reform, there must be complete integration of Career Education concepts into the total operation of all American Education.

Career Education offers students opportunities to meet all the basic human needs - security, survival, belonging, self-esteem, and self-actualization. Through Career Education activities, school experiences will provide involvement and relevance because human needs will determine the purposes and priorities of education. A sense of direction has been provided. As educators, we now need a united, cohesive effort to make Career Education, in which all the arts of education are integrated, a national reality.

RECOMMENDATIONS

Further development and expansion of Career Education activities in Rhode Island depends on many factors. Some areas considered to be important are as follows:

1. Development and implementation of a State Career Education plan. Evaluators of nine Rhode Island Career Education Projects during 1974 recommended a State Career Education Plan. Their recommendation is based on the fact that many project directors requested that their specific duties or functions in implementing a program for their system be specified (New England Research Center for Occupational Education, 1974). A guide with a stated rationale, specific duties detailed, implementation strategies specified, and a means for assessing the effectiveness of the programs is sorely needed for the State of Rhode Island.

2. More financial support by the federal, state and local educational agencies for Career Education activities. If and when the State Career Education Plan is developed, the money for functioning should be accessible. Educators must first be willing to do a needs assessment survey of their own communities to show cause for financial support. Our educational system, at present, is in question.
3. Further acceptance of the Career Education concept by school administrators, teachers, parents and the public sector is required. If numbers 1 and 2 are accomplished, acceptance by the school and public will follow. Again, we must show need and be able to demonstrate a viable plan for implementation. This is a strong rationale for having a Rhode Island Career Education Association (see supplement).

Until the above statements become a reality, the Career Education movement in Rhode Island and the United States faces many obstacles. In order to achieve total integration of Career Education as a delivery system in our educational institutions, it is vital that these three conditions be accomplished.

A supplement has evolved from this report containing:

1. A 1974 Career Education Questionnaire Report.
2. An explanation of each of the 1973-74 Career Education Programs supported by Vocational Education funds.
3. An explanation of each of the 1974-75 Career Education Programs supported by Vocational Education funds.
4. An explanation of the 1974-75 Career Education Mini-Grant Programs.

5. Other Rhode Island Career Education activities:

   a. Pawtucket Career Education Project

   b. Explorer Program

   c. Computerized Career Information Service

   d. Rhode Island College Career Education Activities

   e. Home Based Career Education Project

   f. St. Mary Academy's Community Classroom Program

   g. Rhode Island Career Education Association

   Copies of the supplement may be requested from:

   Mr. William Nixon, Coordinator
   Career Education Project
   22 Hayes Street
   Providence, Rhode Island 02908

REFERENCES

Agen, R.M. and Nash, R.S. School Counselors: The Conscience of Career Education. The School Counselor, 1973, 21, 90-100.

Burke, F.G. Paper presented to the Rhode Island Industrial Arts Teachers' Association, Providence, Rhode Island, March 1972.

High, Sidney C., Jr. "A National Perspective on Career Education," Journal of Research and Development in Education, I, Spring 1974, p. 5.

Hoyt, K.B., "An Introduction to Career Education". A USOE Policy Paper presented at the National Conference of State Coordinators of Career Education, November, 1974, Columbus, Ohio.

Hoyt, K.B.; Evans, R.N.; Mackin, E.F.; Magnum, G.L. Career Education: What it is and how to do it. Salt Lake City: Olympus, 1973.

Marland, Sidney P., Sr. Career Education Now. An Address delivered at the convention of the National Association of Secondary School Principals in Texas, January 1971.

Marzolf, Stanley S., Psychological Diagnosis and Counseling in the Schools. New York: Henry Holt and Co., p. vii, 1956.

Miller Aaron J. "Career Education Tenets". Paper presented at the Sixth Annual National Vocational and Technical Teacher Education Seminar, October 24, 1972, Columbus, Ohio.

New England Resource Center for Occupational Education, Evaluation of Nine Rhode Island Career Education Projects, Rhode Island Department of Education Bureau of Grants and Regulations, June 30, 1974.

U. S. Bureau of the Census: 1970 "General Social and Economic Characteristics," State Reports.

U. S. Office of Education Report on U. S. Office of Education, Activities in Career Education, April 1974.

END

DEPT. OF HEW

NAT'L INSTITUTE OF EDUCATION

ERIC

DATE FILMED

FEB 19 76